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of the page. The attractiveness of the volume could be greatly increased by a more open arrangement and, in some cases, by the use of larger type, though that would add something to the size of a book already large enough. The book is marred by a great number of minor typographical errors, which a later edition will doubtless correct.

ROXBURY LATIN SCHOOL.

CLARENCE W. GLEASON.

Readings in Greek History. By Ida Carleton Thallon. Boston: Ginn and Company (1914). Pp. xxix + 638. \$2.00.

In spite of a fairly marked tendency away from the indiscriminate use of sources in history teaching, source-books continue to be published. Miss Thallon's Source-book in ancient history is the most elaborate, is intended for the most mature students, and is, with a single exception, the most scholarly. No book equals it in the use of the inscriptions or of the writers on geography, while the large number of selections from the orators is another welcome novelty. The work of selecting has been well done and the work can scarcely be bettered—if we admit the validity of the principles according to which the book has been constructed.

Most source-books in ancient history are rather over the head of the child fresh from the grades. This is naturally all the more true of our book since its very excellencies are of a type too mature for many a college Freshman. It will scarcely be used in Freshman classes in general ancient history, for there are no parallel source-books for the Oriental and Roman history, and, if there were such books, the total cost of the outfit would be prohibitive. Its use will, therefore, in all probability, be confined to those institutions where a separate course in General Greek history is given to classes above the Freshman year.

Even here it will not be found entirely satisfactory. We may assume that the student who takes such a course has already carried on other College work in history and has become accustomed to doing collateral reading. Teachers in ancient history are exceptionally fortunate in having so much source-material, attractive in form and easily accessible, which may be substituted for the secondary works which instructors in other fields of history are forced to assign. Even in the Freshman year in High School, it has been found possible to supplement or supplant the source-book by fairly extensive readings from Homer, Herodotus, and Plutarch. Not the least gain has been the discovery that our better students would read far beyond the designated limits. With all the more force will this apply to our students of College rank, for surely they are capable of solving elementary source-problems.

Taking into consideration the fact that such outside readings must be assumed for the College class, it is surprising to find that almost half the readings in our source-book are taken from Homer, Herodotus, Thucydides, and Plutarch, writers whose complete works we can buy in cheap translations for but little more than the cost of the Readings. This over-use of Herodotus and Thucydides is in large measure due to the over-emphasis of the Persian and the Peloponnesian Wars. The latter period, particularly, does not deserve a quarter of the space in the book, even though we do now and then hear of matters not directly connected with the war.

The most serious obstacle, however, to the use of this book in classes is the omission of all that happened after Chaeronea. More and more we are emphasizing the Hellenistic Age, more and more we feel the need of source-materials for our classes. We have translations, enough and to spare, for the period before Chaeronea. But who will compile for us a collection of the inscriptions and the papyri without which our study of the Hellenistic Age is but an unsatisfactory attempt? From the practical standpoint of the teacher, this is the most needed bit of work yet undone.

Yet it is ungracious to criticise Miss Thallon for not doing something which she has specifically declared was not in her intention. Nevertheless, she had done her work so well within her self-designated limits that we cannot but regret that she did not follow other and broader lines. It is our loss that we cannot, for practical reasons, use her book in our teaching of ancient history.

UNIVERSITY OF MISSOURI.

A. T. OLMSTEAD.

THE NEW YORK LATIN CLUB

The next meeting of The New York Latin Club will be held on Saturday, February 6, at the Washington Irving High School, 16th Street and Irving Place, New York City.

Professor Talcott Williams, Head of the School of Journalism, Columbia University, will speak on Latin Studies in the United States.

Members are kindly requested to meet in the Foyer Hall at 11.30, that the luncheon may begin promptly at 12 noon.

Tickets for guests at this luncheon may be procured at 75 cents apiece.

Classical teachers in New York and its vicinity who have not yet joined the Club are earnestly urged to do so. \$2.25 will cover the dues for the current year and the two remaining luncheons (February 6 and April 10). Apply for membership to W. F. Tibbetts, Curtis High School, New Brighton, New York.